



# Year R Curriculum 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ concept	Alver Valley Adventurers (Belonging and Exploring)	Let's Celebrate (Harvest, Bonfire, Christmas)	Grand Designs (Design, Create)	Alver Valley Gardeners (Growing)	Oh we do like to be beside the seaside (Explore different environments)	The wonderful wide world (Explore different environments/classification)
Trips/ hooks/ experiences	Explore and become familiar with the school environment Take part in fruit tasting linked to hungry caterpillar express likes, dislikes and preferences  <b>Messy Art Day Bear Hunt</b> (see art)	Walk to post box to post letters (all) 2 groups walk to Tesco to buy ingredients for bread 2 groups walk to Tesco to buy ingredients for porridge Visit from the church to learn about the nativity story Visit to the library	If it snows, make the most of exploring 2 groups walk to Tesco to buy ingredients	Visit to Alver Valley Garden Centre to find out more Garden Centres and to learn about plants and growing  Visit the Church to learn how Christians celebrate Easter	Trip to the beach to find creatures/ minibeasts in a different environment. Observational drawing on location. Seaweed search Investigate rock pools Sound walk and recording Somebody swallowed Stanley (Sarah Roberts) -eco task Visit to the library	Visit from a farm/to a small holding (hook) to learn about animals and their care Visit to Gosport Market to explore different fruits for sale Children will work together as a team to plan and prepare for their end of year celebration 'Alver Fest!'
Visitors (People who help us)	Meet key people from around the school Crossing protocol	Meet Tesco staff Meet librarians Visit from the church	Visit from a new baby	Visit from PCSO	Visit from RNLI	Meet Year 1 teachers Meet market stall holders when we buy fruit
Forest Friday	Introduction into Forest Friday- <b>boundaries</b> , safety Talk about our <b>landmark</b> tree. <b>Observational</b> drawing -Crayons	Talk about <b>signs</b> of <b>Autumn</b> . Look for <b>evidence</b> of Autumn <b>Observational</b> drawing -felt tip pens Porridge in the forest Bread in the forest Leaf man book in the forest Talk about our <b>landmark</b> tree over the year	Talk about <b>signs</b> of <b>Winter</b> . Look for <b>evidence</b> of Winter <b>Observational</b> drawing - charcoal Stanley's stick - My <b>Special</b> stick creativity and language activity <b>Building a large stable structure, plan and create - collaborative</b> den building Talk about our <b>landmark</b> tree over the year	Talk about <b>signs</b> of <b>Spring</b> . <b>Observational</b> drawing using oil pastels Look for <b>evidence</b> of <b>Spring</b> Talk about our <b>landmark</b> tree over the year	Talk about <b>signs</b> of <b>Summer</b> . Look for <b>evidence</b> of summer. <b>Observational</b> drawing -painting Leaf whapping what colours what we find <b>Nature</b> weaving - make a frame and <b>weave</b> with <b>natural</b> resources from the forest Talk about our <b>landmark</b> tree over the year	Talk about our <b>landmark</b> tree over the year draw using choice of medium. Text- Animal <b>Tracks</b> . Look for <b>evidence</b> of animals in our school grounds Set mud traps to see what tracks we can find Which <b>minibeasts</b> can we find in our school grounds? Make a minibeast from clay
English Key texts/driver <b>Bold</b> = hooks for books learning journey	<b>Brown Bear</b> Pink is for boys (colour hunt in the environment and express favourite colours) <b>Hungry caterpillar</b> <b>Walking through the jungle</b> <b>Dear zoo</b> <b>The Gruffalo</b> <b>Going on a bear hunt</b>  Oi Dog, Oi Frog Shark in the Dark Snail and the Whale You choose + Nursery rhymes	<b>Our Skin</b> <b>Fireworks poems</b> <b>Little red hen (Pie Corbett)</b> <b>Goldilocks</b> and the 3 bears (hot seating Goldilocks) Mr Wolf and the Three Bears (AV) Jan Fearnley The dinosaur that pooped Christmas <b>Leaf man in Forest School</b> <b>Christmas Story (RE)</b>	<b>Not a box</b> <b>Room on the broom</b> <b>My History</b> I can - Susan Winter <b>Gingerbread man</b> (Drama and Story Maps) <b>Let's build a house</b> (link to Geography - Homes across the world) The Gruffalo child	<b>Errol's Garden</b> -talk about making a difference I our community, wildflower project at the front of the school  <b>Jack and the beanstalk</b> <b>Drama act out story and freeze frame</b>  <b>My bean diary</b> (guided reading text and Big book)  <b>Eggs as a sign of Life (RE)</b>	<b>Are you the pirate captain?</b> <b>Pirate Pete</b> (Nick Sharrat) <b>Rainbow fish</b> (hot seating) A new home for a pirate Ten little pirates <b>The wide,wide sea</b> (Anna Wilson) <b>Somebody Swallowed Stanley</b> (Sarah Roberts) Tiny Whale a fishy tale (Joshua George)	<b>A squash and a squeeze (Pie Corbett)</b> <b>Once upon a jungle</b> <b>The world came to my place</b> <b>Handa's surprise</b> Monkey puzzle Lazy lion <b>Animal Tracks</b> - Forest school A river Hidden Hippo We all went on safari Nanuk the ice bear Where is the elephant?
<b>Concepts/</b> Key vocab	<b>Over, long, through, below, under, middle, top, pull, push, up, down, observation</b>  Slide, trip, narrow, wavy, hunt, boundaries, respect, feast, stroll, flee, investigate	<b>More, less, after, different</b>  Total, disturb, altogether, bemused, astonished, harvest, Autumn, evidence, kindness, compare, decay, ramp, cause, Hinges	<b>Empty, behind, near, lower, beyond, properties,</b>  Research, effect, centre, polite, searched, creature, wail, effect,	<b>Bottom, different,</b>  Question, answer, tending, shade, solution, focus, furious, disgust, bored, reason, bravery	Locate, fiction/nonfiction, develop, fact, domestic, balance, injury, trod, grumble, horizon, capsized, defeat, contrasting environments, swallowed	Prowl, decompose, predator, preference, texture, blend, preparation
Adult led writing opportunities	<u>Name writing</u> <u>Story maps</u> Adults model writing for purpose: <b>labels for the environment, lists</b> <u>Children represent the phonemes they learn in their writing</u>	<b>Shopping lists/instructions</b> for making porridge Story maps - add <b>CVC words</b> Letter from <b>Goldilocks</b> "I'm going to come to your school" What might Goldilocks do if she came to our school? Write a response Write and post letters to Father Christmas	<u>CVC/Phrase writing</u> linked to books Design and invent an adaption for the broomstick Potions (list) Postcards for Gingerbread man <b>Now and then book</b> (history) Dictated sentences	<u>Phrase /simple sentence writing</u> <b>Weekly bean diary</b> for the book area Caption writing <b>Instruction</b> writing for planting Letter writing to Mrs Roseblade Dictated sentences	<u>Write simple sentences and phrases that can be read by others</u> Write a message in a bottle Make a treasure map with <b>instructions</b> Caption writing on pirate poster Sentence about what makes a good friend on a scale (Rainbow fish) Dictated sentences	<u>Write simple sentences and phrases that can be read by others</u> Children research and write a <b>fact file</b> on a favourite animal Shopping <b>list</b> for fantastic fruit cooking <b>Instructions</b> for making a smoothie Recount writing about the farm Sentence writing in response to a story Dictated sentences
Phonics, Reading and Handwriting	Phase 2 (phase 1 alongside) Introduce three friends hold and forming letters Daily reading at home and in school	Phonics phase 3 (phase 1 alongside) Three friends hold and forming letters Daily reading at home and in school	Phonics phase 4 (phase 1 alongside) Three friends hold and forming letters Daily reading at home and in school	Phonics phase 4 (phase 1 alongside) Handwriting Daily reading at home and in school introduce some guided reading	Phonics phase 5 (phase 1 alongside) Handwriting Daily reading at home and in school introduce some guided reading	Phonics phase 5 (phase 1 alongside) Handwriting Daily reading at home and in school introduce some guided reading
PSED	<b>Me and my Relationships</b> Talk about similarities and differences; Name special people in their lives; Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.  Share 6 Strands targets daily - Respect and Boundaries	<b>Valuing Difference</b> Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of showing care and kindness towards others; Demonstrate skills in building friendships and cooperation	<b>Keeping Safe</b> Talk about how to keep their bodies healthy and safe; Name ways to stay safe around medicines; Know how to stay safe in their home, classroom and outside; Know age-appropriate ways to stay safe online; Name adults in their lives and those in their community who keep them safe.  6 Strands targets daily Respect and Focus	<b>Rights and Respect</b> Understand that they can make a difference; Identify how they can care for their home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves; Demonstrate building relationships with friends.  6 Strands Respect and Focus	<b>Being My Best</b> Feel resilient and confident in their learning; Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well.  6 Strands Respect and Self-Regulation	<b>Growing and Changing</b> Understand that there are changes in nature and humans; Name the different stages in childhood and growing up; Understand that babies are made by a man and a woman; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.  6 Strands Respect and Independence



# Year R Curriculum 2023-2024



		6 Strands targets daily Respect and Resilience				
Maths (White Rose Maths See LTP)	<b>Match, Sort &amp; Compare</b> Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <b>Talk about measure and patterns</b> Compare size, mass, capacity Copy and continue simple patterns Create simple patterns	<b>It's Me 1, 2, 3</b> Find, Subitise and Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <b>Circles and triangles</b> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <b>1, 2, 3, 4, 5</b> Find, Subitise 4 and Represent 4 and 5 1 more 1 less Composition of 1-5 <b>Shapes with 4 sides</b> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment	<b>Alive in 5</b> Introduce zero Find, Subitise and Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <b>Mass and Capacity</b> Compare mass Find a balance Explore and compare capacity <b>Growing 6, 7, 8</b> Find and Represent 6, 7, & 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <b>Length, Height and Time</b> Explore and compare length Explore and compare height Talk about time Order and sequence time	<b>Building 9 and 10</b> Find 9 and 10 Compare and Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <b>Explore 3D shapes</b> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	<b>To 20 and beyond</b> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <b>How many now?</b> Add more How many did I add? Take away How many did I take away? <b>Manipulate, compose and decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	<b>Sharing and grouping</b> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles  <b>Visualise, build and map</b> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <b>Make connections</b> Deepen understanding Patterns and relationships
History (Past and Present - also see visitors and key texts)	<p><u>Throughout the year substantive knowledge</u></p> <p><b>Change and Chronology</b>  Days of the week, passing of time, counting down to important events on a calendar. Time tables, clocks, number tracks and number lines, change over time - caterpillars, plants, children.</p> <p><b>Significant events</b> - remembrance day, Christmas, birthdays, national holidays etc.</p> <p><b>Cause and consequence</b>  Six strands, goldilocks, towers falling, conflict resolution</p> <p><b>Interpretation</b>  Different versions of stories, viewpoints of characters (Jack and the beanstalk, Goldilocks)  Draw out common themes from stories such as bravery, difficult choices, and kindness</p> <p><b>Language:</b> <u>yesterday, special, important, remembering, history, tomorrow, today, next, now, week, last week London</u> as a place in Gingerbread man etc. throughout the year.</p>					
			<u>How I have changed unit</u> Language - <u>now, then, young, old, baby, toddler, child, adult, family, parent, grandparent.</u> Grandparents invited to come and read a story.			Comparison of how they have changed since September
People, Culture and Communities (including RE)	Discuss and share in celebrations that are important to children and families in our cohort throughout the year.					
		<b>RE unit Celebrating Jesus birth (Concept celebrating birth)</b> Visit from our local <b>church</b> to learn about the <b>nativity</b> story and how they celebrate <b>Christmas</b>	Luna new year	<b>RE unit Eggs as a sign of new life</b> Visit to our local church to learn how Christians celebrate Easter	<b>Care for our world</b> simple <b>stewardship</b> concept Linked to Someone Swallowed Stanley and Wide, Wide Sea books	
Geography (People Culture and Communities/ The Natural World)	<b>Class landmark project</b> Explore the school <b>environment</b> make a class <b>map</b> of school grounds with <b>physical features</b> . Map bear hunt - giant map to retell the story Local area features - Tesco - learn school <b>road</b> name and that we live in a <b>town</b> , <b>Gosport</b> on the road <b>Falcon Meadows Way</b> ).	<b>Class landmark project</b> Introduce <b>globe</b> and map of the <b>world</b> - where do we come from/have we visited, <b>UK</b> . Where is the <b>North pole</b> ? Start to explore beyond the school gates (local walks)	<b>Class landmark project</b> - Revisit the <b>globe</b> and <b>map</b> of the world. Look at where the GBM is sending postcards, from, <b>London</b> and the wider <b>UK</b> and beyond. Let's build a house (link to Geography - compare homes from across the <b>world</b> Talk about the town we live in <b>Gosport</b> <b>locate</b> on map,	<b>Class landmark project</b> <b>Map</b> the walk to Alver Valley Garden Centre  Take children up to yr 6/climb to top of climbing frame to get <b>bird's eye view</b> . Explore idea of simple maps	<b>Class landmark project</b> Find and make treasure <b>maps</b> with <b>symbols</b> Beach trip <b>explore</b> and <b>compare contrasting environments</b> Make a sound map <b>Locate</b> beach on the map.	<b>Class landmark project</b> Look at the <b>globe/map</b> of the <b>world</b> and <b>plot</b> where animals we explore are from. Discuss and <b>compare habitats</b>
Forest Friday Links to People, culture and communities and The Natural World	Explore changing seasons and the effect on the natural world in Forest Fridays and Landmark visits throughout the year.  Introduction into Forest Friday's - <b>boundaries</b> , safety  Observe, describe and draw our <b>landmark</b> tree  Name and describe some plants and animals in the school grounds <b>Tree, branch, twig, leaf, hedge, woodland, forest floor, sign, grass, meadow</b>	Talk about <b>signs</b> of <b>Autumn</b> Look for <b>evidence</b> of Autumn Observe, describe and draw our <b>landmark</b> tree Porridge in the forest Bread in the forest Leaf man book in the forest  <b>Tree, leaf, hedge, woodland, forest, sign, berry, canopy, bramble, ivy,</b>	Talk about <b>signs</b> of <b>Winter</b> . Look for <b>evidence</b> of Winter Observe, describe and draw our <b>landmark</b> tree Read Stanley's stick - My <b>Special</b> stick creativity and language activity <b>Building a large stable structure, plan and create</b> - <b>collaborative</b> den building	Talk about <b>signs</b> of <b>Spring</b> . Look for <b>evidence</b> of <b>Spring</b> Observe, describe and draw our <b>landmark</b> tree  Name and describe some plants and animals in the school grounds, <b>blossom, bud, dandelion, daisy, bluebells, bulbs, snowdrops, daffodils, red dead nettles, Hawthorne</b>	Observe, describe and draw our <b>landmark</b> tree Leaf whapping what colours can we find? <b>Nature</b> weaving - make a frame and <b>weave</b> with <b>natural</b> resources from the forest	Talk about <b>signs</b> of <b>Summer</b> . Look for <b>evidence</b> of summer Talk about our <b>landmark</b> tree over the year Text- Animal <b>Tracks</b> . Look for <b>evidence</b> of animals in our school grounds Set mud traps to see what tracks we can find Which <b>minibeasts</b> can we find in our school grounds? Make a minibeast from clay Name and describe some plants and animals in the school grounds <b>sticky weed, willow, hawthorn, ivy</b>
Science (The Natural World)	Introduce the <b>investigation</b> station including <b>magnets</b> , light boxes; <b>light sources</b> . Different <b>materials, natural</b> and <b>manmade</b> to explore in the transient art area Introduce windy day box and rainy day box and sunny day box. Children make simple <b>observations</b> .	Explore <b>ramps</b> ; know what a push and <b>pull</b> is- cars, water, balls <b>investigation linked to ramps</b> . <b>Observe decay</b> in pumpkins.	<b>Ice investigations</b> - explore <b>properties</b> of ice and <b>melting</b> - children make simple observations about <b>cause</b> and <b>effect</b>	<b>Planting and tending</b> seeds Children <b>compare</b> and contrast different types of seeds and <b>observe</b> and talk about how they <b>grow</b> Children make observations about cause and effect  <b>Root vegetables, stem, leaf, plant, seed, growth</b>	Trip to the beach find <b>creatures/ minibeasts</b> in a different environment. Observational drawing. <b>Seaweed</b> search Investigate <b>rock pools</b> Sound walk and recording Somebody <b>swallowed</b> Stanley (Sarah Roberts) -eco task <b>Floating and sinking investigation.</b>	Children make observations about <b>cause</b> and <b>effect</b>



				Know what a plant needs to grow Learn <b>minibeast</b> that live in our school environment	<b>Natural and manmade</b>	
DT (Creating with Materials)	Introduce DT area Practise cutting Teach DT <b>joining</b> skills with <b>glue, tapes, split pins</b> etc.- create working wall to use and add to through the year.	<b>Introduce design process making fireworks/rockets.</b>  <b>Hinges and catches</b> unit outcome <b>design and make</b> Christmas card own design skill - <b>fold, identify and make simple hinge</b> <b>Cooking</b> Make porridge for Goldilocks with different toppings <b>tasting</b> <b>Cooking - making bread kneading</b>  <u>Woodwork skills</u> <b>Learn to hammer nails</b> <b>Hammer nails to join materials</b>	Children <b>Design and make</b> a house in CP linked to homes across the world <b>Cooking gingerbread man</b> - looking at cause and effect change <b>STEM-help the Gingerbread man cross the river.</b> <b>Teach DT skills flange, brace, slot, fringe,</b>  <u>Woodwork skills</u> <b>Use a hammer and nails</b> <b>Learn to use a screwdriver and screws, brawal (to make a small hole)</b>	Joining materials linked to stick man using <b>natural</b> and <b>manmade</b> materials  Building supports for plants using string to join/weaving   <u>Woodwork skills</u> <b>Use a hammer and nails and screws to join materials</b> <b>Learn to use a pull saw</b>	<b>DT Design and make</b> pirate ship for Pirate Pete that will <b>float</b> - materials <b>testing</b>  Teach how to make playdough   <u>Woodwork skills</u> <b>Use woodwork skills to create simple models of own design</b> <b>Learn to use a handdrill and G clamp</b>	<b>Cooking</b> Fantastic fruit unit <b>Design and make</b> a layered fruit dessert/smoothie  Use woodwork skills to create simple models of own design  <u>Woodwork skills</u> <b>Use woodwork skills to create simple models of own design</b>
Art	Introduce the art area Teach colour mixing <b>Messy Art Day Bear Hunt</b> Explore <b>texture</b> , colour and mediums for small and large-scale art. Look at: <b>Van Gough</b> Artist <b>Jackson Pollock, Andy Goldsworthy, Matisse</b> Leaf whapping Jellie printing using objects to <b>layer</b> textures Explore textures and large scale art. Make a <b>pinch</b> pot from clay <b>Talk about our landmark tree. Observational drawing -Crayons</b>	Leaf printing ( <b>pattern and colour</b> ) Leaf collage sorting ( <b>shades and textures</b> ) using sticky back plastic for natural art collections Wax resist fireworks pictures (colour/texture)  Introduce large scale transient art  <b>Talk about signs of Autumn. Observational drawing -felt tip pens</b>	<b>Dotty Art Day</b> Yayoi Kusama artist study ( <b>Shape, line, pattern and space</b> ) <b>Matisse</b> study shape pictures   <b>Talk about signs of Winter. Observational drawing -charcoal</b>	Make natural brushes ( <b>texture and colour</b> )  <b>Talk about signs of Spring. Observational drawing -oil pastels</b>	<b>Talk about signs of Summer. Observational drawing -painting</b>	<b>Collage</b> of Animals Fruit and Vegetable printing linked to Handas Surprise Look at: <b>Van Gough</b> Artist study link to PSED and feelings. Create sunflowers picture. Teach blending oil pastels. <b>Observational</b> drawing of real sunflowers using oil pastels Model starry night blending and pattern and resources <b>Talk about our landmark tree over the year draw using choice of medium.</b>
Music (Being Imaginative and Expressive)	Nursery rhymes daily Hello everybody warm up song Bear hunt sound effects to the story (record and play back) <b>Duration</b> and <b>Tempo</b> Pictorial <b>notation</b> for each <b>sound effect</b> <b>Pitch</b> explored through the year	Songs - I am a music man Listen and respond to Handel music for royal fireworks discuss feelings and emotions and responses to music Watch pantomime performance discuss performance skills Christmas performance songs and actions	Warm up -Hickory Dickory bumble bee can you sing your name to me  <b>Body percussion</b> , explore <b>tempo, dynamics</b> to: Grand old duke of York, Row, row, row your boat, tap and match rhythms	Songs - Spring chicken song I love the flowers (sing in a round)	<b>Rainbow Fish music unit</b> see planning <b>Timbre and Performance</b>  <b>Music unit - On the beach</b> explore <b>vocal shape and structure</b> see planning. Create and perform sea soundscapes. Make instruments. Teach Oh I do like to be beside the Seaside	
Computing	Introduce <b>technology</b> provision <b>PCs, IPads, CD players</b> Show children how we can <b>record</b> each other performing Bear Hunt link to music Introduce Education City	Teach children to use basic computer apps Mouse skills <b>E safety</b> Group walk Tesco use self-service till Use timers for porridge Class landmark <b>digital</b> pics Welly walk children know that you can use technogly to <b>research</b> (i.e. plants) F/work program on google Paint program f/work pics	Google maps to view cold/ice/snowy places. Digital pics of diff styles of dwellings linked to Geography and Design and Technology Family learning pics of <b>electronic</b> devices in home Children take photos of natural resources from welly walk	Bean diary children take photos. <b>E safety</b>	Beach - record sounds & link to dig pics	Plot animals on a globe Time lapse of fruit <b>decomposing</b>
PE	PE Hub units Manipulation and Coordination	Dance	PE Hub Gymnastics	PE Hub Speed, agility, travel	PE Hub Body Management	PE Hub Co-operate and solve problems
Family Challenges	Go on a sound walk environmental sounds. What sounds can you hear on the way to school? Log onto tapestry and post a photo. Nursery rhymes	Go on a hinge hunt at home-share on tapestry or write what you find. I spy sound walk linked to phonics phase 2  Bring in a sign of Autumn to add to the class collection/ photo on tapestry	Children post a photo of the outside of their home on tapestry I spy sound walk linked to phonics Photo of themselves as a baby and toddler Photos on tapestry signs of Winter	Bring in a sign of Spring to add to the class collection or photo on tapestry	Make a map of your journey to school  Mini beast hunt in your garden or at the park.	Research an animal Share photo on tapestry of family members' pets (could be grandparent/ aunty etc.)